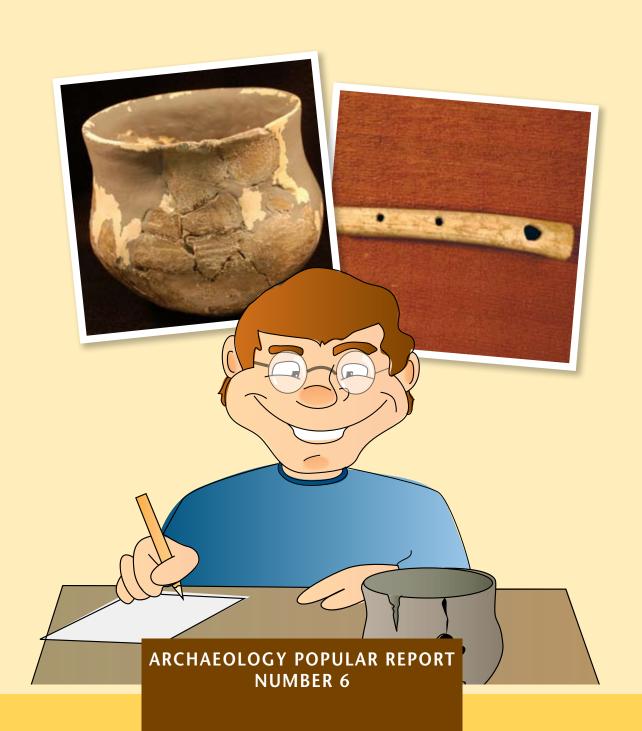
TEACHER GUIDE

A Seventh Grade Integrated Reading Unit

Migration of the Pueblo People to El Cuartelejo

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Acknowledgments

Cali Letts would like to thank the following individuals for their help in developing this unit:

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Virginia A. Wulfkuhle, Public Archeologist, Kansas Historical Society

Mary Madden, Education/Outreach Division Director, Kansas Historical Society

Marcia Fox, Curriculum Specialist, Kansas Historical Society

Bobbie Athon, Public Information Officer, Kansas Historical Society

Teresa Jenkins, Public Information Officer, Kansas Historical Society

Linda Kunkle Park, Senior Graphic Artist, Kansas Historical Society

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Dee White Eye – school social worker and American Indian counselor

Jeanne Moe, Director, Project Archaeology, Montana State University

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Kris Shaw, Assessment/Reading Technical Assistant, Kansas State Department of Education

Lynn Vasquez, History, Civics-Government, Economics, & Geography Program Consultant,

Kansas State Department of Education

Kim Rasmussen, Curriculum Coordinator, Auburn Washburn Schools USD 437

Pat Stein, retired teacher and volunteer reviewer

David M. Brugge, retired National Park Service scientist and researcher, New Mexico

Sylvia Rodriguez, Professor of Anthropology, University of New Mexico

Rick Stevens, Superintendent, Lake Scott State Park

Project Archaeology is a national heritage education program for educators and their students. Project Archaeology uses archaeological inquiry to foster understanding of past and present cultures; improve social studies, science, and literacy education; and enhance citizenship education to help preserve our archaeological legacy. Project Archaeology operates through independent state programs that offer workshops, educational materials, and continuing support for educators.

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Unit Overview

This unit supports you in teaching reading in the content areas. It can be completed in approximately 15 hours.

Understanding By Design

The unit is designed using the *Understanding By Design* model developed by Grant Wiggins and Jay McTighe. Students will come to know these enduring understandings:

- archaeology is a valuable way to learn about past cultures
- sometimes there are different perspectives on why a particular group of people migrates
- evidence of the past is worth protecting

Content, skills, and assessments will guide students to answer the essential questions:

- how do archaeologists investigate the past?
- how do you account for the different perspectives of a people's migration?
- why is protecting archaeological resources important?

Understanding is revealed in performance. Understanding is revealed as transferability of core ideas, knowledge, and skill, on challenging tasks in a variety of contexts. Thus, assessment for understanding must be grounded in authentic performance-based tasks. An assessment task, problem, or project is authentic if it:

- is realistically contextualized
- requires judgment and innovation
- asks the student to "do" the subject
- replicates key challenging situations in which adults are "tested" in the workplace, in civic life, and in personal life
- assesses the student's ability to efficiently and effectively use a repertoire of knowledge and skill to negotiate a complex and multistage task
- allows appropriate opportunities to rehearse, practice, consult resources, and get feedback on and refine performances and products (*Understanding By Design*, 2nd Edition, Chapter 7: Thinking Like An Assessor, pages 153–154).

Teaching Instructions for This Unit

- It is highly recommended that you read the Student Magazine and Student Journal before teaching this reading unit. This should fully prepare you to teach.
- The teacher guide will provide you with instructions and answers to Student Journal activity sheets and section reflections (Show What You Have Learned) in the Student Magazine.

- On page 7 you will find a parent guide to this unit. Before beginning the unit you may choose to photocopy and distribute the guide to parents so they can reinforce the learning process.
- Do not give students the magazine and journal to read and complete on their own. It is intended that the teacher guide students and participate with them in uncovering and understanding the unit's enduring understandings and essential questions.
- Every teacher has her or his own teaching style, and every classroom has its unique and varied achievement abilities. It is assumed that teachers will adjust their teaching styles and the unit's activities to meet the unique needs of their classrooms.

Teaching Reading in Social Studies

Project Archaeology is guided by the philosophy expressed in the book *Teaching Reading in Social Studies*. The authors, Jane K. Doty, Gregory N. Cameron, and Mary Lee Barton, write, "Working with students to help them gain the knowledge and skills necessary to become informed decision makers in a democratic society is a powerful responsibility. The study of social studies is much more than memorizing historical facts; geographical statistics; or government, civic, and economic terminology. It is really about problem solving, decision making, reflective inquiry, and critical thinking. More than any other academic area, it is about helping students become strategic thinkers responsible for decisions that impact our society. They must be strategic in their reading and be able to comprehend and use what they read to make informed decisions and choices in the world in which they live.

"Teaching reading in social studies is not so much about teaching students basic reading skills as it is about teaching students how to use reading as a tool for thinking and learning. Research, in general, indicates that learning and reading are active processes where readers construct meaning from the words they read by interacting with the text, using prior knowledge and experience to make connections, generating hypotheses, and making sense of what they read."

Why Archaeology Is Worth Teaching in Seventh Grade

As an integrative and interdisciplinary subject, archaeology is all about connections—between the sciences and humanities, between times and places, between one human being and all others. Studying the human past gives students a chance to examine their place in time and discover connections with other people through time. Equally important, it promotes a sense of responsibility for the stewardship of Kansas' cultural heritage. Archaeology is an innovative way to capture students' attention while addressing many educational concerns in the classroom—scientific inquiry, problem solving, cooperative learning, and citizenship skills.

Readability Level of Text

The student text ranges from seventh to twelfth grade due to the rich nature of the vocabulary. The primary author believes that the acquisition of new vocabulary in the context of science and history content, under expert guidance from the teacher, increases student intelligence. This increase in intellect will be reflected in higher standardized test scores on questions often removed from rich context. More importantly, a higher intellect also supports students in their ability to think critically, a skill that determines success in adult life.

Unit Objectives

In this unit students will use reading, writing, science, geography, and history skills to:

- In Section One: The Archaeology of El Cuartelejo
 - read an overview of archaeology
 - read about the discovery of El Cuartelejo
 - use primary sources (artifacts) to undertake an archaeological investigation of a migration site in Kansas
- In Section Two: The History of El Cuartelejo, 1539-1706
 - use primary sources (oral history and a historic journal) to complete an archaeological investigation of a migration site in Kansas
 - use the same primary source materials to compare different viewpoints of the migration
- In Section Three: Preserving Archaeological Resources Is a Civic Responsibility
 - determine the importance for preservation of archaeological resources
 - explain the preservation of El Cuartelejo today

Students will show what they have learned in these ways:

- Technical Writing: complete a technical report of their archaeological inquiry
- Award: design an award to acknowledge the Steele's contribution to Kansas archaeology
- Final Performance of Understanding: apply their knowledge by creating a RAFT (Role Audience Format Topic) to encourage ongoing preservation of El Cuartelejo

Parent Guide

Dear Parents:

Our class will soon begin a unit on archaeology. We will be studying the migration of the Pueblo people to El Cuartelejo in Scott County, Kansas. The table below describes what students will learn and how they will show what they have learned. Included are questions for you to ask your child to help reinforce his or her learning and help you stay involved with the learning process. This sheet is for you to keep. Your child will not be responsible for turning it in, nor will she or he be graded on it.

Section	Students will understand	Students will learn/do	Asssessment – students will	Ask your child
One: The Archaeology of El Cuartelejo	Archaeology is a valuable way to learn about past cultures.	Read an overview of archaeology. Read about the discovery of El Cuartelejo. Use primary source materials (artifacts) to undertake an archaeological investigation of a migration site in Kansas.	Complete a technical report of their archaeological inquiry.	How do archaeologists investigate the past?
Two: The History of El Cuaratelejo, 1539-1706	Sometimes there are different perspectives on why a particular group of people migrates.	Use primary source materials (oral history and a historic journal) to complete an archaeological investigation of a migration site in Kansas.	Complete a technical report of their archaeological inquiry.	How do you account for the different perspectives of a people's migration?

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Section	Students will understand	Students will learn/do	Asssessment – students will	Ask your child
Three: Preserving Archaeological Resources Is a Civic Responsibility	Evidence of the past is worth protecting.	Consider the importance of preserving archaeological resources. Explain the preservation of El Cuartelejo today.	Design an award to acknowledge Herbert and Eliza Steele's contribution to Kansas archaeology.	Why is protecting archaeological resources important?
Final Performance of Understanding			Apply their knowledge by creating a persuasive plan to encourage ongoing preservation of El Cuartelejo.	

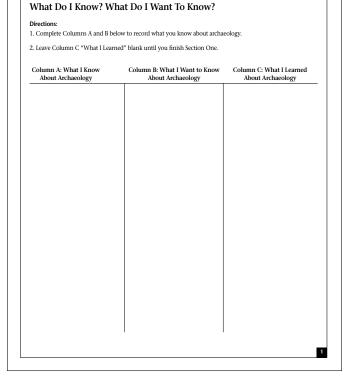
INTRODUCTION

Getting Started

What Do I Know? What Do I Want to Know?

Help students create the KWL chart on Student Journal page 1. At this point they should only complete Columns A and B. They will be referred back to the chart throughout the lesson.





INTRODUCTION

Getting Started

[Student Magazine page 1]

[Student Journal page 1]

The Mystery of the Ancient Walls

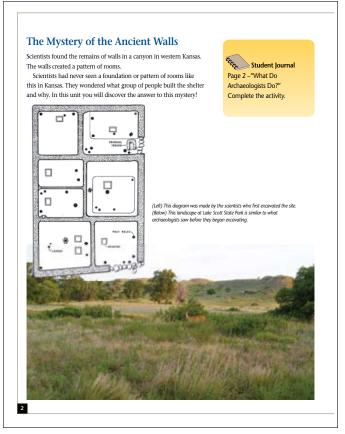
Use Student Magazine page 2 to interest students in the science of archaeology and the tools they use to investigate past cultures. Students will learn about the Picuris (a group of Pueblo Indians) and the role that the Spaniards and Plains Apache played in their migration to El Cuartelejo. The following background information is provided at this time **for the teacher only**. By using the activities in this unit, the students will make many of these discoveries for themselves. Your role is to guide them through these exercises with the goals of stimulating scientific inquiry, sharpening critical thinking skills, and improving literacy.

Teacher Background Information about El Cuartelejo

The archaeological site known as El Cuartelejo in Scott County has been excavated more than any other site in Kansas; it was excavated in 1898, 1939, 1960, and 1970. The site is unique. It is the remains of a building—a pueblo—more commonly found in the southwestern United States, particularly in Arizona and New Mexico. In the Southwest, pueblos are in use today but also were built for hundreds of years before Spanish explorers entered the area in the 1500s. El Cuartelejo is hundreds of miles north and east of any other pueblo; it stands alone. At one time historians thought it might have been located in eastern Colorado. Archaeological evidence does not support this claim.

El Cuartelejo has a story to tell about the intrusion of Spanish colonizers and the subsequent resistance of the indigenous people whom the Spaniards attempted to rule and convert to

Christianity. One group of these people, the Picuris, fled the Spaniards who were taking possession of the Puebloan people's New Mexican homeland. The Picuris traveled to live with the Plains-dwelling Apache Indians, their trading partners for decades.



[Student Magazine page 2]

How do we know this? Several lines of evidence are used to tell this story. First, archaeological excavations at El Cuartelejo in the late 1800s by Handel Martin and Samuel Williston revealed the ruins of the pueblo. Their excavations also found artifacts typical not only of Puebloan people but also the Apache, suggesting that both groups occupied the site. Further excavations in and around the pueblo by archaeologists Waldo Wedel and Thomas Witty also recovered Puebloan and Apache artifacts. The material record excavated by archaeological work suggests that Puebloan people lived with the Apache. Artifacts of both peoples are pictured on Student Journal pages 4-7.

Archaeologists also turned to written records—the diaries of Spanish military men who pursued and eventually captured the Puebloan refugees, whom the Spaniards saw as Spanish subjects. These diaries provided additional eyewitness accounts that support the idea that El Cuartelejo is a true pueblo, built by Southwestern natives. Written accounts also confirmed that the Apache and Puebloan people lived together at the site. Finally, the history of Puebloan people passed down by word of mouth from generation to generation (oral history) further confirmed the story of El Cuartelejo.

These three lines of evidence are presented to students in a format that allows them to use primary sources and draw their own conclusions, but also provides the results of in-depth research by archaeologists, historians, ethnographers, and descendants of native peoples. It also offers a lesson in stewardship—the story of the Steeles, who homesteaded the land, brought the site to the attention of archaeologists, and eventually donated the site to the state of Kansas. The story of El Cuartelejo is a compelling one that teaches students about what archaeologists do, what the results of their work can tell us, and why we should preserve our archaeological heritage.

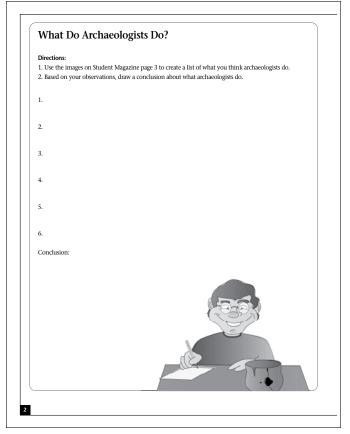
What Do Archaeologists Do?

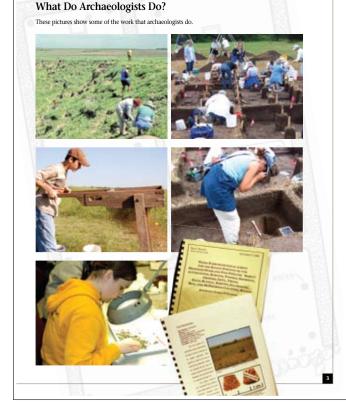
Directions:

1. Use the images on Student Magazine page 3 to create a list of what you think archaeologists do. Students record their answers on Student Journal page 2.

Answer Key: "What Do Archaeologists Do?"

- 1. Archaeologists walk over the ground to look for evidence that indicates where people have lived in the past.
- 2. *In some sites, they dig with shovels and trowels to find features and artifacts.*
- 3. They sift the excavated dirt to find small artifacts.
- 4. Archaeologists take photographs and record observations on paper forms.
- 5. They clean, sort, and analyze artifacts in the laboratory.
- 6. They write reports of their findings for other archaeologists and the public.





[Student Journal page 2]

[Student Magazine page 3]

2. Based on your observations, draw a conclusion about what archaeologists do.

Answer Key: "Conclusion"

Archaeologists are scientists who learn about people of the past through the things that they left behind. By studying sites and artifacts, they recognize relationships among sites and the environment. Rather than a treasure-hunting adventurer who looks at rare and valuable artifacts, an archaeologist is more like a detective of the past, piecing together clues about human cultures to understand more about the way they lived.

Misconception Alert

Make sure that your students come away with knowledge that dispels some common misconceptions about archaeology:

- Archaeologists don't dig up dinosaurs or other fossils. Paleontologists study the fossil remains of extinct animals, including dinosaurs, and geologists study rocks. Archaeologists study people of the past through their material remains. As dinosaurs died out about 65 million years ago and the first human beings didn't exist until about 100,000 years ago, their paths never crossed.
- Archaeologists don't dig up human graves except in special circumstances. The study of human remains from an archaeological site can provide important details about the diet and health of a population. However, such excavations are delicate and time consuming, as is the conservation and disposition of the remains after their recovery. Archaeologists respect cultural sensitivities regarding deceased ancestors. In addition, federal laws protect the graves of American Indians, and state laws protect cemeteries and unmarked burials on both public and private lands in Kansas.
- Archaeologists don't keep gold, bottles, arrow points, or other things that they find, nor do they buy, sell, or trade artifacts. They believe that objects recovered from a site should be kept together as a collection to be available for future study or display. By law, artifacts recovered from federal or state lands belong to the public and must be maintained on behalf of the public.
- Archaeologists don't spend all of their time digging. They actually spend a relatively small amount of their time excavating, compared to the time spent in the laboratory, analyzing and interpreting their finds, and preparing written reports about the project. Some professional archaeologists devote more time to the management and protection of cultural resources, public education, or special analyses than they do excavating and researching sites.

What Is Migration?

Lead a discussion of migration. Ask students what they think of when you mention the word "migration." (Migration should not include simply moving from one house to another.) As the discussion progresses, include reasons for these migrations.

Examples could include:

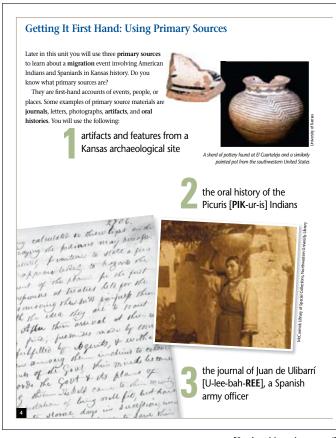
- Bird, butterfly, and other animal migrations
- Migration of people from other countries to the United States
- Movement of people from the Midwest to Oregon along the Oregon-California Trail
- Movement of mass numbers of people to retirement areas, such as Arizona and Florida
- Citizens leaving New Orleans because of hurricane Katrina

Reasons for migrations could include:

- Scarcity of resources or inability to obtain resources in homeland
- Better opportunities in another region
- Escape from tyrants and other oppressive governments
- Weather and other environment-related issues
- Animal migrations represent instinctive behavior

Getting It First Hand: Using Primary Sources

Using Student Magazine page 4, help students understand the role of primary sources in archaeological investigations.



[Student Magazine page 4]

SECTION ONE

The Archaeology of El Cuartelejo

Enduring Understanding: Archaeology is a valuable way to learn about past cultures.

Essential Question: How do archaeologists investigate the past?

Curriculum Standards Integration for Seventh Grade:

Reading

Standard 1: The student reads and comprehends text across the curriculum.

Benchmark 3: The student expands vocabulary.

- ▲Indicator 1: The student determines the meaning of words or phrases by using context clues (e.g., *definitions, restatements, examples, descriptions*) from sentences or paragraphs.
- Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).
 - ▲Indicator 2: The student understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions) and uses such features to locate information in and to gain meaning from appropriate-level texts.
 - Indicator 3: The student uses prior knowledge, content, and text type features to make, to revise, and to confirm predictions.
 - Indicator 4: The student generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.
 - ▲ Indicator 5: The student uses information from the text to make inferences and draw conclusions. Indicator 12: The student establishes purposes for both assigned and self-selected reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).

Writing

Standard 1: The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 1: The student writes narrative text using the writing process.

Indicator 2: The student uses (1) personal experience (2) observations (3) prior knowledge in written text. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)

TEACHER'S GUIDE

Science

- **Standard 1:** Science as Inquiry: The student will develop the abilities to do scientific inquiry, be able to demonstrate how scientific inquiry is applied, and develop understandings about scientific inquiry.
 - Benchmark 1: The student will demonstrate abilities necessary to do the processes of scientific inquiry.
 - ▲Indicator 1: The student identifies questions that can be answered through scientific investigations.
 - Indicator 3: The student identifies the relationship between evidence and logical conclusions.
 - ▲Indicator 4: The student communicates scientific procedures, results, and explanations.
- **Standard 7:** History and Nature of Science: The student will examine and develop an understanding of science as a historical human endeavor.
 - Benchmark 1: The student will develop scientific habits of mind.
 - Indicator 1: The student practices intellectual honesty, demonstrates skepticism appropriately, displays open-mindedness to new ideas, and bases decisions on evidence.
 - Benchmark 2: The student will research contributions to science throughout history.
 - ▲Indicator 1: The student recognizes that new knowledge leads to new questions and new discoveries, replicates historic experiments to understand principles of science, and relates contributions of men and women to the fields of science.

Geography

Standard: The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

- Benchmark 1: Geographic Tools and Location: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.
 - Indicator 1: (K) locates major political and physical features of Earth from memory and describes the relative location of those features.

History

Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

- Benchmark 1: The student understands individuals, groups, ideas, events, and developments during the period before settlement in pre-territorial Kansas (pre 1854).
 - Indicator 2: The student (A) describes the social and economic impact of Spanish, French, and American explorers and traders on the Indian tribes in Kansas.
- Benchmark 7: The student engages in historical thinking skills.
 - Indicator 1: The student (A) analyzes changes over time to make logical inferences concerning cause and effect by examining a topic in Kansas history.
 - ▲Indicator 2: The student (A) examines different types of primary sources in Kansas history and analyzes them in terms of credibility, purpose, and point of view (e.g., census records, diaries, photographs, letters, government documents).
 - Indicator 4: The student (A) compares contrasting descriptions of the same event in Kansas history to understand how people differ in their interpretations of historical events.

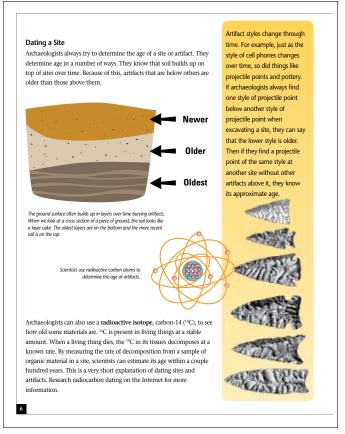
Section One Objectives:

- The students will be introduced to how archaeologists approach studying sites
- The students will complete "Investigation of a Kansas Archaeological Site"

Directions for Section One:

- 1. Read aloud the Enduring Understanding and Essential Question.
- 2. Read the text features of Section One as a class.
- 3. Have students predict what they will learn after reviewing the text features.
- 4. Direct students to read Student Magazine pages 5-9.
- 5. Discuss vocabulary words (in bold) to determine if students understand the meanings.





[Student Magazine page 5]

[Student Magazine page 6]

Finding an Archaeological Site

How do archaeologists know where to excavate? Archaeologists find sites in many different ways. These are a few examples.

A farmer might find an artifact, such as an arrow point, on her or his property and report it to an archaeologist. Road construction or dam project workers might be clearing land and find a feature, such as the foundation of a shelter. In some cases the law requires that the construction company report its find. If the artifact or feature is important, archaeologists may do an excavation before construction is continued.

Sometimes archaeologists find sites by looking in places where people might have lived. An example is near the floodplain of a Kansas river, such as the Solomon and Arkansas rivers. The floodplain is a fertile place to plant crops. Sometimes a site is found in a surprising way. Ground squirrels discovered the site you are about to investigate!



A Mystery at the Homestead of Herbert and Eliza Steele

Herbert Steele was born in New York in 1859. In 1884 he longed for adventure and so decided to come west. He moved to Kansas in 1886 and married Eliza Landon in 1892. They bought land in a beautiful canyon near Ladder Creek in Scott County, Kansas, and lived in a dugout while they built their house. The Steeles raised horses, cattle, and crops. They sold vegetables, fruit, eggs, milk, and butter. Eventually they built a house out of sandstone from the hills. Today you can visit their house at Lake Scott State Park.

One day while plowing, Mr. Steele noticed ground squirrels bringing up grains of corn from their burrows. This seemed odd. Why were they bringing corn up from their burrows instead of down into their burrows? He wondered if maybe the corn was put there by humans long ago and had been covered by dirt over time. Another story says that Mr. Steele saw mounds of dirt that seemed to be in the shape of the foundation of a house. Still another story says that Mr. Steele found many arrow points, beads, and pieces of pottery on his land. All of these stories may be true. Anyway, we know that Mr. Steele was inspired to write a letter to the University of Kansas, asking scientists to investigate the mystery at his homestead.



Herbert and Eliza Steele's house at Lake Scott State Park

The First Excavation, 1898

In 1898 paleontologists Samuel Williston and Handel Martin from the University of Kansas excavated the mound of dirt. They found many artifacts and features, including the foundation of a shelter made with rock and adobe, evidence of ladders inside the foundation, painted pottery pieces, and an adobe trough for a stone or metate [meh-TAH-tay] grinding slab. Adobe is a sun-dried brick made from earth and straw. A grinding slab or metate is a flat surface, usually a rock, used with a mano or hand stone to grind grain into flour. Williston and Martin knew that these objects were not the usual artifacts related to people living in Kansas long ago.

(Below) Adobe and rocks were the foundation of the shelter excavated on the property of Herbert and Eliza Steele.



[Student Magazine page 8]

Pa·le·on·tol·o·gy

[pay-lee-uhn-TOL-oh-jee]

The scientific study of fossils,

paleontologist is a scientist

who is trained to excavate

Ar·chae·ol·o·gy

[ahr-kee-OL-oh-jee]

including dinosaurs. A

and study fossils.

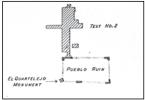
[Student Magazine page 7]

7

A Second Excavation, 1939

Waldo Wedel [WAY-del] was an important Kansas archaeologist who also excavated the site on the Steele's property in 1939. Wedel excavated in areas away from the foundation. He found evidence of a shelter supported by posts, undecorated pottery, and hunting tools. Most of the artifacts that he found belonged to a different group of people or culture.

Who did Williston, Martin, and Wedel conclude lived at this site and why? To find out, you can do an archaeology investigation using their data. Data is factual information gathered in many ways and used to draw conclusions.



Waldo Wedel's 1939 excavation, marked by hatching \times , is adjacent to the El Cuarteleia pueblo excavated by Williston and Martin



Dr Waldo R Wedel

Your Turn to Investigate!

Archaeologists are scientists, and like all scientists they conduct investigations. Their scientific inquiries often begin with a question. Your investigation question is: Who lived at this site and why?

Student Journal pages 3-9. Complete "Your Turn



- Page 3 "Directions for the Investigation of a Kansas Archaeological Site"
- Pages 4-5 –"Artifacts and Features Found by Williston and Martin"
- Pages 6-7 "Artifacts and Features Found by Wedel"
- Pages 8-9 "Investigation Data Collection Sheet"



Show what you have learned

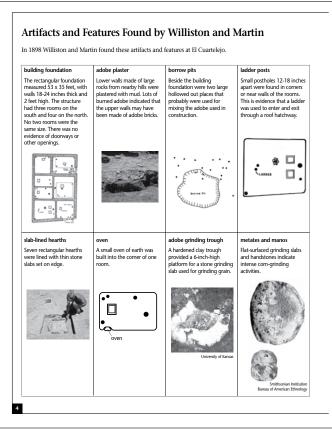
Student Journal
Page 1 – "What Do I Know?"
What Do I Want to Know?"
Record what you learned
from this section in Column
C of your chart.

- 2. Based on what you just learned, answer these questions:
 - Why is archaeology a valuable way to learn about past cultures?
 - How do archaeologists investigate the past?

[Student Magazine page 9]

TEACHER'S GUIDE

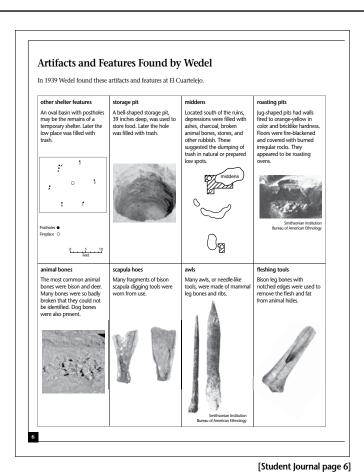
- 6. Guide students in completing the activity "Your Turn to Investigate!" introduced on Student Magazine page 9.
 - a. Divide students into small groups
 - b. Have students compare Williston and Martin's artifacts, Student Journal pages 4-5, with Wedel's artifacts, pages 6-7. Have them read the description for each artifact and feature.

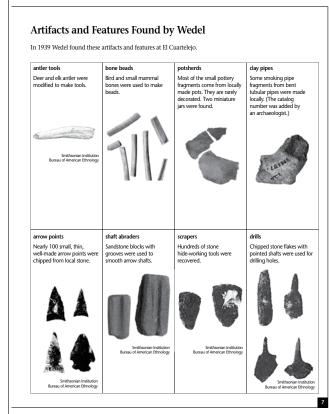






[Student Journal page 5]





[Student Journal page 7]

c. Lead a discussion of the questions on Student Journal page 3.



[Student Journal page 3]

d. Instruct students to complete Column A of "Investigation Data Collection Sheet" on Student Journal page 8. Use WM to refer to Williston and Martin's artifacts and W to refer to Wedel's artifacts. They may use an extra sheet of paper if necessary.

Answer Key: "Investigation Data Collection Sheet" - Column A

- 1. How are the sets of artifacts and features similar to each other?
 - Both found remains of structures.
 - Both found artifacts made of stone, bone, and pottery.
 - Both found pipes, arrow points, and pottery sherds.
- 2. How are they different?
 - The shelter maps are different.
 - The WM potsherd has black markings, but the W potsherd had no decoration.
 - Only the WM artifact collection has ladder pieces, adobe grinding trough, obsidian arrow point, and irrigation ditches.
 - WM found a slab-lined fireplace, and W found a roasting pit.
 - The arrow points are of different styles and materials.
 - WM and W found different kinds of pipes.
 - An iron tool was found by WM but not W.

Directions: 1. Complete Column A below using pages 4-7. Use a WM to refer to Williston and Martin artifacts and a W to refer to Wedel artifacts.				
. Complete Column B after studying Section Two	of the Student Magazine.			
Column A Use evidence from archaeology to answer the questions.	Column B Use evidence from history to answer these questions.			
How are the sets of artifacts and features similar to each other?	How are the Picuris' oral history and Ulibarri's journal similar to each other?			
2. How are they different?	2. How are they different?			

[Student Journal page 8]

3. What **inferences** can you make about who lived at this site? An inference is a conclusion based on observation or the study of other primary source materials. Support your conclusions with evidence about food, shelters, and tools. Evidence is artifacts and features.

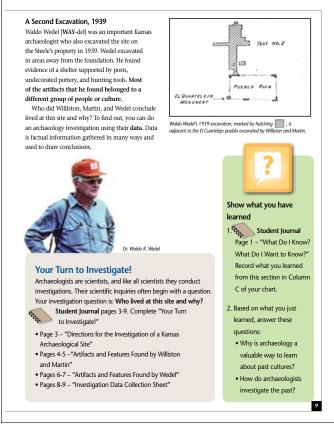
Two different cultures lived at this site. One group lived in a pueblo and the other lived in a round shelter. Only the pueblo had ladders. One might have cooked food in a fireplace and the other in a pit. The people living in the pueblo painted their pottery and used arrow points made from obsidian. The people who ate in the round house hunted and ate bison. The people in the pueblo grew maize and squash and irrigated their crops.

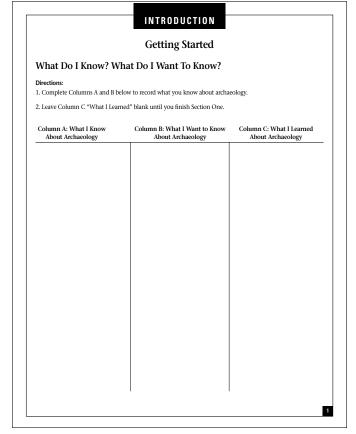
Column A Use evidence from archaeology to answer the questions.	Column B Use evidence from history to answer these questions.
3. What inferences can you make about who lived at this site? An inference is a conclusion based on observation or the study of other primary source materials. Support your conclusion with evidence about food, shelter, and tools. Artifacts and features are examples of evidence.	How does the addition of historical evidence enhance your inference?

[Student Journal page 9]

Show What You Have Learned

- 7. After completing Column A of the "Investigation Data Collection Sheet," use "Show What You Have Learned" on Student Magazine page 9 to reflect with students on their new knowledge.
 - a. How well did you predict what you would learn in this section?
 - b. Record what you learned from this section in Column C of "What Do I Know? What Do I Want to Know?" on Student Journal page 1
 - c. Based on what you just learned, answer these questions:
 - i. Why is archaeology a valuable way to learn about past cultures?
 - ii. How do archaeologists investigate the past?





[Student Magazine page 9]

[Student Journal page 1]

SECTION TWO

The History of El Cuartelejo, 1539-1706

Enduring Understanding: Sometimes there are different perspectives on why a particular group of people migrates.

Essential Question: How do you account for the different perspectives of a people's migration?

Curriculum Standards Integration for Seventh Grade:

Reading

Standard 1: The student reads and comprehends text across the curriculum.

Benchmark 3: The student expands vocabulary.

- ▲ Indicator 1: The student determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.
- Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).
 - ▲Indicator 2: The student understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions) and uses such features to locate information in and to gain meaning from appropriate-level texts.
 - Indicator 3: The student uses prior knowledge, content, and text type features to make, to revise, and to confirm predictions.
 - Indicator 4: The student generates and responds logically to literal, inferential, and *critical thinking* questions before, during, and after reading the text.
 - ▲Indicator 5: The student uses information from the text to make inferences and draw conclusions.

 Indicator 12: The student establishes purposes for both assigned and self-selected reading (e.g., to be

informed, to follow directions, to be entertained, to solve problems).

Writing

Standard 1: The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 1: The student writes *narrative* text using the writing process.

Indicator 2: The student uses (1) personal experience (2) observations (3) prior knowledge in written text. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)

Benchmark 3: The student writes technical text using the writing process.

TEACHER'S GUIDE

Indicator 2: The student clarifies the main idea by selecting concise, logical details that are accurate and helpful. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)

Science

Standard 1: Science as Inquiry: The student will develop the abilities to do *scientific inquiry*, be able to demonstrate how *scientific inquiry* is applied, and develop understandings about *scientific inquiry*.

Benchmark 1: The student will demonstrate abilities necessary to do the processes of scientific inquiry.

- ▲Indicator 1: The student identifies questions that can be answered through scientific investigations.
- ▲ Indicator 3: The student identifies the relationship between evidence and logical conclusions.
- ▲Indicator 4: The student communicates scientific procedures, results and explanations.
- Benchmark 3: The student will analyze how science advances through the interaction of new ideas, scientific investigations, skepticism, and examinations of evidence of varied explanations.
 - Indicator 1: The student, after completing an investigation, generates alternative methods of investigation and/or further questions for inquiry.
 - ▲Indicator 2: The student evaluates the work of others to determine evidence which scientifically supports or contradicts the results, identifying faulty reasoning or conclusions that go beyond evidence and/or are not supported by data.

Standard 7: History and Nature of Science: The student will examine and develop an understanding of science as a historical human endeavor.

Benchmark 1: The student will develop scientific habits of mind.

Indicator 1: The student practices intellectual honesty, demonstrates skepticism appropriately, displays open-mindedness to new ideas, and bases decisions on evidence.

Benchmark 2: The student will research contributions to science throughout history.

▲Indicator 1: The student recognizes that new knowledge leads to new questions and new discoveries, replicates historic experiments to understand principles of science, and relates contributions of men and women to the fields of science.

Geography

Standard: The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

Benchmark 1: Geographic Tools and Location: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

Indicator 1: (K) locates major political and physical features of Earth from memory and describes the relative location of those features.

History

Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

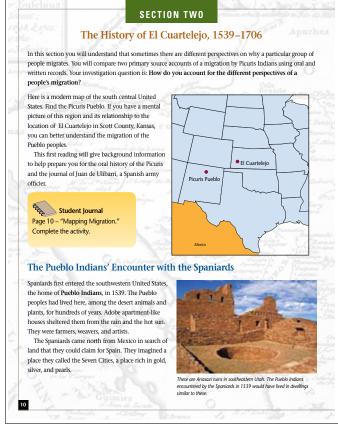
- Benchmark 1: The student understands individuals, groups, ideas, events, and developments during the period before settlement in pre-territorial Kansas (pre 1854).
 - Indicator 2: The student (A) describes the social and economic impact of Spanish, French, and American explorers and traders on the Indian tribes in Kansas.
- Benchmark 7: The student engages in historical thinking skills.
 - Indicator 1: The student (A) analyzes changes over time to make logical inferences concerning cause and effect by examining a topic in Kansas history.
 - ▲Indicator 2: The student (A) examines different types of primary sources in Kansas history and analyzes them in terms of credibility, purpose, and point of view (e.g., census records, diaries, photographs, letters, government documents).
 - Indicator 4: The student (A) compares contrasting descriptions of the same event in Kansas history to understand how people differ in their interpretations of historical events.

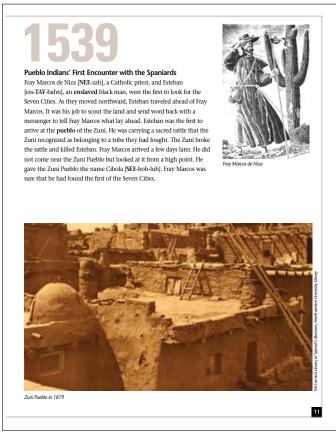
Section Two Objectives:

- The students will complete the investigation of a Kansas archaeological site.
- The students will compare two primary source accounts of a migration event: the oral history of the Picuris Indians and the journal of Juan de Ulibarrí.

Directions for Section Two:

- 1. Read aloud the Enduring Understanding and Essential Question.
- 2. Read the text features of Section Two as a class.
- 3. Have students predict what they will learn after reviewing the text features.
- 4. Direct students to read Student Magazine pages 10-14.





[Student Magazine page 10]

[Student Magazine page 11]



Coronado traveled from Spanish territory in Mexico to what is today the southwestern and central United States in search of riches. He found none but claimed the area for Spain.

1540

Coronado's Conquest of the Pueblo Indians

Word of the discovery of the first of the Seven Cities reached the Viceroy of New Spain, Antonio de Mendoza, in Mexico. He decided to conquer the pueblo for Spain. He asked Francisco de Coronado to be the leader. Coronado reached the Zuni Pueblo in 1540. He and his men soon found out that this pueblo did not have the riches that they hoped to find. They took what they could from the Zuni. Then they claimed this pueblo and 80 others for Spain.

1598

Spanish Treatment of Pueblo Indians

The Spaniards lived among the Pueblo peoples. At first they depended on the food that was grown in the Pueblo peoples' gardens. This sometimes left the Pueblo Indians without enough to eat. Many Pueblo peoples were forced to become servants in Spanish homes. In acts of extreme cruelty, Spaniards would sometimes cut off one foot of young adult males as a way to control them.

The Spanish priests tried to convert the Pueblo peoples to Christianity. They pressured the Pueblo Indians by hanging, whitpping, or putting them in prison. Most Pueblo people did not want to be Christians. They wanted to worship in their own traditions.

The Spaniards also brought smallpox to the pueblo. This very serious disease causes a rash and high fever

and spreads easily. It was an illness that the Pueblo Indians had never had before. Smallpox swept through the pueblos killing hundreds of people. Sometimes whole villages were wiped out.



Illustration of an Indian man dying from smallpox

12

[Student Magazine page 12]

1664

The First Migration to El Cuartelejo

Forced Christianity, hunger, abuse, and disease are some of the reasons why the Pueblo Indians fled their homes. Some historians say the Taos [TAH-ose] Pueblo people migrated to escape Spanish control. Today the Picuris, another Pueblo people, disagree. They say it was the Picuris who migrated north to present-day Kansas to live with their friends, the Kiowa Apache. Many times in the past they had gone north to hunt bison with the Apache in the Apache homeland. The Picuris built at least one shelter and stayed for two years. In 1666 they returned to the Southwest for unknown reasons.



Some Pueblo Indians migrated north to



The Spanish attempted to convert the Pueblo Indic to Christianity. They constructed mission buildings Pueblo communities.

1680

Pueblo Revol

The Spaniards continued to live among the Pueblo Indians. The Pueblo peoples finally reached a breaking point and organized a revolt against the Spaniards. The revolt talled or removed all of the Spaniards living in the area. The Picuris today say that the Pueblo people were revolting against Spanish domination. After the revolt the Pueblo Indians lived free of the Spaniards for 12 years, and then the Spaniards returned.

13

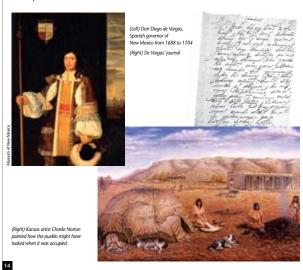
[Student Magazine page 13]

1692

The Spaniards Return

Don Diego de Vargas, the governor of New Mexico, returned with his army in 1692. Don, a Spanish title, means lord or gentleman. De Vargas promised the Pueblo peoples mercy if they would accept the King of Spain as their leader and Christianity as their religion. Many Pueblo Indians did not want to be under Spanish rule. Many fled again. Some went into the mountains. The Picuris returned to live with the Klowa Apache.





[Student Magazine page 14]

TEACHER'S GUIDE

5. Discuss vocabulary words (in bold) to determine if the students understand the meanings. Note: "Special Vocabulary for Excerpts from the Journal of Juan de Ulibarrí" is included in Student Journal page 12.

Special Vocabulary for Excerpts from the Journal of Juan de Ulibarrí

These are key words or terms that are important to your understanding of the journal of Juan de Ulibarrí. They are defined as a resource for you to use if you need help in making meaning while you read pages 16-18 in the Student Magazine.

absolved - to release somebody from an obligation or requirement

apostate - one who is quilty of desertion of one's faith, religion, or principles

ascended – to climb up something, for example, a hill or stairway

assured - convinced

barbarity - quality of being cruel barbarous - showing extreme cruelty

campaign - military operation

captivity - state of being a prisoner

destitute - lacking resources necessary for subsistence

dispatched – to tell someone to go somewhere

disposed - willing

enslaved - forced to be a slave

exceeding – to an unusually high degree gratified - thankful

heathen – someone who does not acknowledge the God of the Bible, Torah, or Koran; one who is uncivilized or irreligious

oppressed – subjected to harsh or cruel form of domination pagan – somebody whose religion is regarded as questionable by the

dominant culture, such as a person who does not follow one of the world's main religions, like Christianity, Islam, or Judaism

pinole – flour made by mixing parched corn or other grain with ground mesquite bean pods

province – administrative region or division of a country

rancharia – Spanish word that means village ransom – release of a prisoner in return for payment

severity - state of being very strict or stern

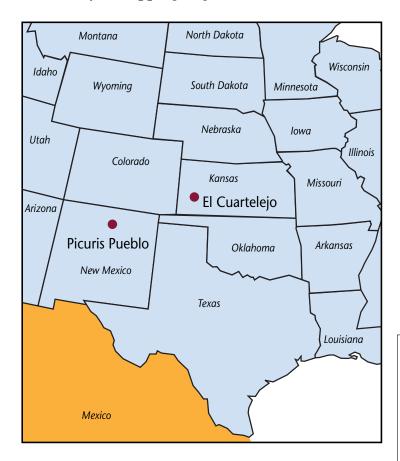
thence - from that place

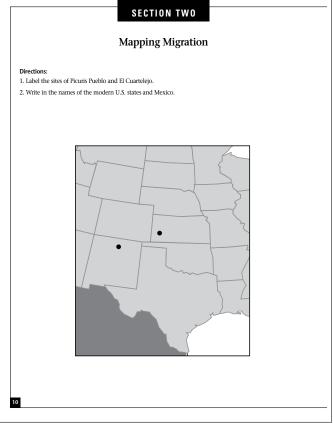


[Student Journal page 12]

- 6. Have students complete "Mapping Migration" on Student Journal page 10.
 - a. Label the sites of Picuris Pueblo and El Cuartelejo.
 - b. Write in the names of the modern U.S. states and Mexico.

Answer Key: "Mapping Migration"



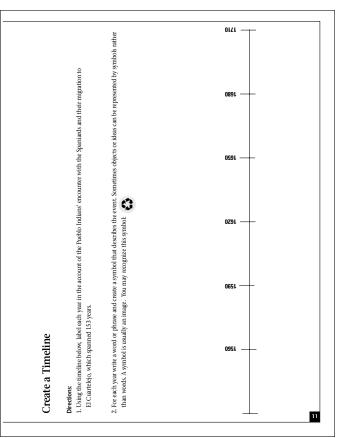


[Student Journal page 10]

- 7. Direct the class to "Create a Timeline" on Student Journal page 11.
- 8. Instruct the students to use the timeline provided to record the account of the Pueblo Indians' encounter with the Spaniards and their migration to El Cuartelejo.
- 9. Students will label each year in the account, write a word or phrase, and create a symbol that describes the event.
- 10. Make sure students understand that symbols are visual representations of ideas or objects, such as the recycling symbol.
- 11. Assign students to read "A Picuris Oral Account of Their Migration" on Student Magazine page 15. Have the students return to Student Journal page 11 to add events for 1706 to their timelines.

Answer Key: "Create a Timeline"

- 1539 Pueblo Indians first encounter Spaniards
- 1540 Coronado arrives
- 1598 Spanish force Pueblo to convert
- 1664 Picuris migrate to El Cuartelejo for the first time
- 1666 Picuris return to the Southwest
- 1680 Pueblo revolt
- 1692 Picuris leave for El Cuartelejo when Spaniards return to the pueblos
- 1706 Ulibarrí returns Picuris to New Mexico
- 12. Next the students will compare the Picuris oral history with the journal of Juan de Ulibarrí.
- 13. Pre-read "Excerpts from the Journal of Juan de Ulibarrí" in Student Magazine pages 16-18, referring to the special vocabulary on Student Journal page 11.



[Student Journal page 11]

Getting It First Hand: Primary Source Alert!



The following are two accounts of the Picuris migration. The first account is from oral history, gathered through interviews with contemporary Picuris Pueblo officials. Oral history is the practice of passing information by word of mouth, or storytelling. The oral account is very short and to the point. The second account is from the journal of Juan de Ulibarrí, taken from Alfred Thomas' After Coronado (Norman: Oklahoma University Press, 1935).

A Picuris Oral Account of Their Migration

When Spanish soldiers returned to New Mexico in 1692, many Picuris did not want them there. They wanted to live by their own ancient ways. They wanted the land they lived on for thousands of years to be under their control. The Spaniards came anyway, and some Picuris decided to leave for a second time. They took sheep and goats and many horses loaded with supplies and migrated once again to El Cuartelejo. They planned to live permanently with their friends, the Kiowa Apache. They lived there in peace for 14 years. Together they fought battles, hunted buffalo, and intermarried.

In 1706 Juan de Ulibarrí arrived at El Cuartelejo with his soldiers. The governor of New Mexico ordered Ulibarrí to gather all the Pueblo Indians and return them to New Mexico. The Picuris did not want to return. They wanted their freedom from Spanish

Page 11 – "Create a Timeline." Add 1706 to your timeline.

power. They had built a pueblo because they were going to live permanently at El Cuartelejo. The Spaniards came to El Cuartelejo and forced them to return to the Picuris Pueblo in New Mexico.



[Student Magazine page 15]

Excerpts from the Journal of Juan de Ulibarrí

The return of the Picuris to New Mexico is described in the journal of Juan de Ulibarri, recorded in the book After Coronado. This is a much longer account than the Picuris oral history. You will read only a small part of the journal.

Sometimes the language in historic journals is hard to read. Ulibarri's way of expressing himself is different from the way we communicate today.



This is the introduction to the diary.

The diary ... of the journey which Sergeant-Major Juan de Ulibarrí made at the order of ... the Governor ... of this kingdom, Don Francisco Cuerbo y Valdes ... to the unknown land of the plains for the ransom of the Christian Indians of the Picuries nation; and the discovery of the new province of San Luis and the large settlement of Santo Domingo of El Cuartelejo, which is inhabited by ... tribes of pagan Indians, who are peaceful, and obedient to his majesty, the king, etc.

The campaign having been arranged for, the troops assembled and equipped with all necessary rations as well as with powder and balls needed for their defense, I, General Juan de Ulibarrí, ... received the troops and orders from General Don Francisco Cuerbo y Valdes ... (page 60).

This passage was written on Tuesday, July 13, 1706, the day that Ulibarrí began his journey from Picuris Pueblo.

Thence I set out ... and arrived on this day at the pueblo and mission of San Lorenzo of the Picuries tribe. The few Indians who lived there came to me ...

and told me that they were exceedingly gratified and hoped, with the assistance of God and the Spaniards, to see in their pueblos ... those who were now in captivity and oppressed by the barbarous heathen Apache tribes of the plains and Cuartelejo (page 60).

Fast forward to Ulibarrí's arrival at El Cuartelejo on Wednesday, August 4, 1706, after a journey of 22 days.

... we ascended to the ridge where many chiefs of the settlements of El Cuartelejo were awaiting us. After we joined them with great pleasure to one another, we went on together the entire way. They came without arms, very happy and kindly disposed. They brought us much buffalo meat, roasting ears of Indian corn, tamales, plums, and other things to eat. In this way we continued together until we arrived on the last hill, where there was a most holy cross which the Apaches had set up.

A chief of the Apaches came to me and took me forward to where the most holy cross stood. After he had showed it to us, all the Spaniards and Christian Indians ... worshipped it. Then ... we carried it in the procession as far as the rancheria .

... From out of the huts or little houses came Don Lorenzo and the rest of the Picuries Indians, men and women There we ... embraced him and gave them to understand why we were coming, having been sent by our governor After they understood everything, they cried for joy.

We ... set up camp. In it I received all the Apache chiefs and the rest of the people of the tribe to whom I showed the same equal good will. I made them gifts and good presents and assured them of our good intentions and certain friendship. I gave them to understand the purpose of our coming \ldots on behalf of Don Lorenzo, the Indian chief of the Picuries, whom they [the Apache] had enslaved, ... for their own safety they had sent to us to ask for aid and protection which we as Christians could not deny them and that our captain had great forces and thus he had **dispatched** me. On account of this I advised them that they should not make the slightest objection in handing over the Picuries, for otherwise they would experience the **severity** of our arms. To that they all answered they were ready to obey and carry out that which our captain had ordered (page 69).

On this day I gave the chiefs and the rest of the Apaches many good gifts and presented them with knives, tobacco, biscuits, and pinole so that they were delighted.

Thursday, August 5, 1706

Don Lorenzo came very early in the morning to our camp and told me that some Picuris Indians of his tribe who were missing were scattered out in different rancherias, I ... had to arrange for rounding them up since they had not been able to do it, as they had no horses and were completely destitute. For this reason, it was not only necessary to lend him some horses to collect his people, but that it also should be ordered that some Spaniards go with the Indians ... so that by their visit and awe which they inspired there might not be an embarrassment. I comforted him a great deal, assuring him that I would bring them all back because it was ... the order which I had from my

On this day I gave the chiefs and the rest of the Apaches many good gifts and presented them with knives, tobacco, biscuits, and pinole so that they were delighted (page 71).

What is pinole [pea-NO-lay]



Usually refers to flour made by mixing parched corn or other grain with ground mesquite bean pods.

[Student Magazine page 17]

[Student Magazine page 16]

Wednesday, August 11, 1706

This day I told the Apaches I was not yet ready to go on account of not having the apostate Indians of the Picuries together: they were to hand over to me the rest in their possession that were missing (page 73).

Friday, August 13, 1706

After I left the Apaches very pleased and contented and subject to the obedience of his majesty, the king, I took my leave with considerable affection on both sides. I brought back sixty-two persons ... who were living as apostate slaves, and as captives of the barbarity of the Apaches, among whom are two of the most noteworthy Indians of the entire kingdom and provinces; they are Don Lorenzo and Don Juan Tupatu, his nephew (page 74).

Monday, August 31, 1706

We all arrived at the Pueblo and mission of San Lorenzo de Picuris, where the very Reverend Father Prior Frav Francisco Ximénez [si-ME-nez], minister of the pueblo of Taos, received the apostate Picuris and absolved them ... It was a day of the greatest rejoicing which this kingdom has seen (page 76).



Student Journal

Pages 13-15 - "In Your Own Words." Translate Ulibarrí's account into your own words.

Student Journal

Pages 8-9 – "Investigation Data Collection Sheet." Complete Column B of the



[Student Magazine page 18]

14. Have students read the journal again. Consider having them read the excerpts aloud.

15. Students will then complete "In Your Own Words" on Student Journal pages 13-15, translating the story from Ulibarrí's journal into their own words and writing their version in Column B.

	ranslate the story from Ulibarri's journal in Column A int Column B.	
1.	Column A The diary of the journey which Sergeant-Major Juan de Ulibarri made at the order of the Governor of this kingdom, Don Francisco Cuerbo y Valdes to the unknown land of the plains for the ransom of the Christian Indians of the Picutes nation; and the discovery of the new province of San Luis and the large settlement of Santo Domingo of El Cuartelejo, which is inhabited by tribes of pagan Indians, who are peaceful, and obedient to his majesty, the king, etc.	Column B
2.	The campaign having been arranged for, the troops assembled and equipped with all necessary rations as well as with powder and balls needed for their defense, I, General Juan de Ulibarri, received the troops and orders from General Don Francisco Cuerbo y Valdes	
3.	July 13, 1706 Thence I set out and arrived on this day at the pueblo and mission of San Lorenzo of the Picuries tribe. The few Indians who lived there came to me and told me that they were exceedingly gratified and hoped, with the assistance of God and the Spaniards, to see in their pueblos those who were now in captivity and oppressed by the barbarous heathen Apache tribes of the plains and Cuartelejo.	
4.	August 4, 1706 we ascended to the ridge where many chiefs of the settlements of El Cuartelejo were awaiting us. After we joined them with great pleasure to one another, we went on together the entire way. They came without arms, very happy and kindly disposed. They brought us much buffalo meat, roasting ears of Indian corn, tamales, plums, and other things to eat. In this way we continued together until we arrived on the last hill, where there was a most holy cross which the Apaches had set up.	

[Student Journal page 13]

	Column A	Column B	
5.	A chief of the Apaches came to me and took me forward to		
	where the most holy cross stood. After he had showed it to us, all the Spaniards and Christian Indians worshipped		
	it. Then we carried it in the procession as far as the		
	rancheria From out of the huts or little houses came		
	Don Lorenzo and the rest of the Picuries Indians, men and		
	women There we embraced him and gave them to		
	understand why we were coming, having been sent by our		
	governor After they understood everything, they cried		
	for joy.		
6.	We set up camp. In it I received all the Apache chiefs and		
	the rest of the people of the tribe to whom I showed the		
	same equal good will. I made them gifts and good presents		
	and assured them of our good intentions and certain		
	friendship. I gave them to understand the purpose of our		
	coming on behalf of Don Lorenzo, the Indian chief of the Picuries, whom they [the Apache] had enslaved, for		
	their own safety they had sent to us to ask for aid and		
	protection which we as Christians could not deny them		
	and that our captain had great forces and thus he had		
	dispatched me. On account of this I advised them that they		
	should not make the slightest objection in handing over		
	the Picuries, for otherwise they would experience the		
	severity of our arms. To that they all answered they were		
	ready to obey and carry out that which our captain had		
	ordered.		
,	August 5 1707		
′·	August 5, 1706 Don Lorenzo came very early in the morning to our camp		
	and told me that some Picuris Indians of his tribe who were		
	missing were scattered out in different rancherias. I had to		
	arrange for rounding them up since they had not been able		
	to do it, as they had no horses and were completely		
	destitute. For this reason, it was not only necessary to lend		
	him some horses to collect his people, but that it also		
	should be ordered that some Spaniards go with the		
	Indians so that by their visit and awe which inspired there		
	might not be an embarrassment. I comforted him a great		
	deal, assuring him that I would bring them all back because		
	it was the order which I had from my governor		

Ti ac Pi	ugust 11, 1706 his day I told the Apaches I was not yet ready to go on ccount of not having the apostate Indians of the	
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A su m bi ap A Ir	ugust 13, 1706 fiter I left the Apaches very pleased and contented and ubject to the obedience of his majesty, the king, I took ny leave with considerable affection on both sides. I rought back sixty-two persons who were living as postate slaves, and as captives of the barbarity of the paches, among whom are two of the most noteworthy ndians of the entire kingdom and provinces; they are lon Lorenzo and Don Juan Tupatu, his nephew.	
W de Fi re w	ugust 31, 1706 We all arrived at the Pueblo and mission of San Lorenzo e Picuris, where the very Reverend Father Prior Fray rancisco Ximénez, minister of the pueblo of Taos, sceived the apostate Picuris and abovled them It ras a day of the greatest rejoicing which this kingdom as seen.	

[Student Journal page 14]

[Student Journal page 15]

Answer Key: "In Your Own Words"

Note: While students might not include as much detail as is recorded in Column B here, these answers should give an idea of the possible responses.

Column A: Excerpt from Ulibarrí's Journal

The diary ... of the journey which Sergeant-Major Juan de Ulibarrí made at the order of ... the Governor ... of this kingdom, Don Francisco Cuerbo y Valdes ... to the unknown land of the plains for the ransom of the Christian Indians of the Picuries nation; and the discovery of the new province of San Luis and the large settlement of Santo Domingo of El Cuartelejo, which is inhabited by ... tribes of pagan Indians, who are peaceful, and obedient to his majesty, the king, etc.

Column B: What Does It Mean?

This is Sergeant-Major Ulibarrí's account of the trip that he was told to make by Governor Valdes. He traveled to the unknown plains to free the Picuris Indians and to explore the new region of San Luis and the large settlement of El Cuartelejo, where peaceful non-Christian Indians lived.

The campaign having been arranged for, the troops assembled and equipped with all necessary rations as well as with powder and balls needed for their defense, I, General Juan de Ulibarrí, ... received the troops and orders from General Don Francisco Cuerbo y Valdes

The military operation was planned; soldiers were brought together and given equipment, food, and ammunition; and Ulibarrí took command at the order of General Valdes.

July 13, 1706

Thence I set out... and arrived on this day at the pueblo and mission of San Lorenzo of the Picuries tribe. The few Indians who lived there came to me... and told me that they were exceedingly gratified and hoped, with the assistance of God and the Spaniards, to see in their pueblos ... those who were now in captivity and oppressed by the barbarous heathen Apache tribes of the plains and Cuartelejo

Ulibarrí left there and arrived at Picuris Pueblo on July 13, 1706. Several Indians came to him and told him that they were very thankful and hoped that the Spaniards could bring back tribal members, who were being held prisoner by cruel, non-Christian Apaches at El Cuartelejo.

Column A: Excerpt from Ulibarrí's Journal

August 4, 1706

... we ascended to the ridge where many chiefs of the settlements of El Cuartelejo were awaiting us. After we joined them with great pleasure to one another, we went on together the entire way. They came without arms, very happy and kindly disposed. They brought us much buffalo meat, roasting ears of Indian corn, tamales, plums, and other things to eat. In this way we continued together until we arrived on the last hill, where there was a most holy cross which the Apaches had set up.

Column B: What Does It Mean?

On August 4, 1706, Ulibarrí and his soldiers climbed to the top of a hill to meet the waiting chiefs of El Cuartelejo. The Indians were unarmed and friendly and brought food for the Spaniards. The soldiers and Indians traveled on together to a hill where the Apaches had set up a Christian cross.

A chief of the Apaches came to me and took me forward to where the most holy cross stood. After he had showed it to us, all the Spaniards and Christian Indians ... worshipped it. Then ... we carried it in the procession as far as the rancheria From out of the huts or little houses came Don Lorenzo and the rest of the Picuries Indians, men and women There we ... embraced him and gave them to understand why we were coming, having been sent by our governor After they understood everything, they cried for joy.

The Apache chief showed the cross to Ulibarrí. The Spaniards and Christian Indians worshipped it and then carried it to the village. Don Lorenzo (the Picuris leader) and the rest of the Picuris Indians came out of their houses. The Spaniards hugged the Indians and told them that the Spanish governor had sent the soldiers to free them. The Picuris were so happy that they cheered.

Column A: Excerpt from Ulibarrí's Journal

We ... set up camp. In it I received all the Apache chiefs and the rest of the people of the tribe to whom I showed the same equal good will. I made them gifts and good presents and assured them of our good intentions and certain friendship. I gave them to understand the purpose of our coming ... on behalf of Don Lorenzo, the Indian chief of the Picuries, whom they [the Apache] had enslaved, ... for their own safety they had sent to us to ask for aid and protection which we as Christians could not deny them and that our captain had great forces and thus he had dispatched me. On account of this I advised them that they should not make the slightest objection in handing over the Picuries, for otherwise they would experience the severity of our arms. To that they all answered they were ready to obey and carry out that which our captain had ordered.

Column B: What Does It Mean?

The Spaniards set up camp and entertained the Apache leaders and other people there. Ulibarrí gave them gifts and convinced them that the Spaniards were friendly. He told them that the Spaniards came to free the Apache's Picuris slaves. The Picuris had asked to be saved, so Ulibarrí's superior officer had sent him. Ulibarrí advised the Apaches not to resist or he would attack them, so the Apaches said that they would cooperate.

August 5, 1706

Don Lorenzo came very early in the morning to our camp and told me that some Picuris Indians of his tribe who were missing were scattered out in different rancherias. I... had to arrange for rounding them up since they had not been able to do it, as they had no horses and were completely destitute. For this reason, it was not only necessary to lend him some horses to collect his people, but that it also should be ordered that some Spaniards go with the Indians ... so that by their visit and awe which they inspired there might not be an embarrassment. I comforted him a great deal, assuring him that I would bring them all back because it was ... the order which I had from my governor

Early on the morning of August 5, 1706, the Picuris leader told Ulibarrí that some members of the tribe were at different villages. They could not gather because they had no horses and were extremely poor. Don Lorenzo asked to borrow horses and some Spanish soldiers to get these people and intimidate their Apache captors. Ulibarrí promised that he would bring them all back as he had been ordered to do.

Column A: Excerpt from Ulibarrí's Journal

On this day I gave the chiefs and the rest of the Apaches many good gifts and presented them with knives, tobacco, biscuits, and pinole so that they were delighted.

Column B: What Does It Mean?

Ulibarrí gave the Apaches many gifts, and they were pleased.

August 11, 1706

This day I told the Apaches I was not yet ready to go on account of not having the apostate Indians of the Picuries together; they were to hand over to me the rest in their possession that were missing.

On August 11, 1706, Ulibarrí told the Apaches that he could not leave until the missing Picuris were gathered together.

August 19, 1706

After I left the Apaches very pleased and contented and subject to the obedience of his majesty, the king, I took my leave with considerable affection on both sides. I brought back sixty-two persons ... who were living as apostate slaves, and as captives of the barbarity of the Apaches, among whom are two of the most noteworthy Indians of the entire kingdom and provinces; they are Don Lorenzo and Don Juan Tupatu, his nephew.

Ulibarrí left the Apaches satisfied and obedient to the King of Spain. He took 62 Picuris, who had been captives of the cruel Apaches. The most famous Indians of the region were Don Lorenzo and his nephew.

August 31, 1706

We all arrived at the Pueblo and mission of San Lorenzo de Picuris, where the very Reverend Father Prior Fray Francisco Ximenez, minister of the pueblo of Taos, received the apostate Picuris and absolved them It was a day of the greatest rejoicing which this kingdom has seen.

On August 31, 1706, the Spaniards and Picuris arrived at Picuris Pueblo. Father Ximenez, minister of Taos Pueblo, forgave the Picuris who had deserted their Christian faith. It was the happiest day ever.

16. Instruct students to complete Column B of "Investigation Data Collection Sheet" on Student Journal pages 8-9. If you feel that the students need a way to manage their thinking, use a Venn Diagram.

Investigation Data Collection Sheet

Column A

Use evidence from archaeology to answer the questions.

3. What inferences can you make about who lived at this site? An inference is a conclusion based on observation or the study of other primary source materials. Support your conclusion with evidence about food, shelter, and tools. Artifacts and features are examples of evidence.

Solumn B

Use evidence from history to answer these questions.

3. How does the addition of historical evidence enhance your inference?

enhance your inference?

[Student Journal page 8]

[Student Journal page 9]

Answer Key: "Investigation Data Collection Sheet" - Column B

- 1. How are the Picuris' oral history and Ulibarrí's journal similar to each other?
 - Both accounts say that the Picuris left the Southwest and went to live with the Apaches in present-day Kansas on two occasions.
 - The Spanish governor ordered Ulibarrí to return the Picuris to New Mexico.
 - They ate buffalo meat.

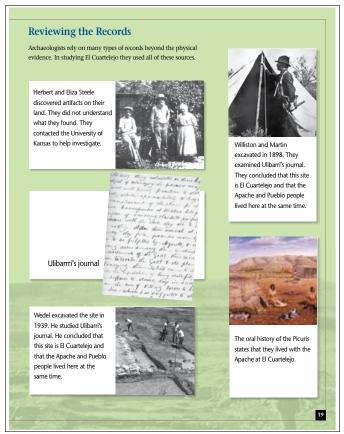
2. How are they different?

- The Picuris did not want to return to New Mexico; Ulibarrí reported that the Picuris did want to come back.
- The Picuris wanted their freedom from Spanish power; Ulibarrí reported they were eager to return.
- The Picuris called the Kiowa Apaches their friends; Ulibarrí said they were held captive by cruel Apaches.

3. How does the historical evidence enhance your inference?

The historical evidence provided the name of the two tribes – the Picuris and the Apaches. It also provided the story of the Spaniards influencing the migration of the Picuris from the Southwest to El Cuartelejo. This explains why the remains of a pueblo dwelling were found in Kansas at a site occupied by the Plains Apaches.

- 17. Use the pictures and captions in "Reviewing the Records" on Student Magazine page 19 to lead a discussion of the various sources that archaeologists used to investigate El Cuartelejo. The following suggestions might help in guiding the discussion:
 - a. Identify the sources archaeologists used to solve the mystery of El Cuartelejo.
 - b. Did archaeologists reach a specific answer for the reason the Picuris returned to New Mexico?
 - c. Why is it important for historians and archaeologists to continue to ask and research new questions?
 - d. Although these sources make a convincing argument that the site of El Cuartelejo is in Scott County, Kansas, what further evidence might disprove this?



[Student Magazine page 19]

Note to Teachers: Students need to understand that people who make discoveries should contact professionals for help. The scientific inquiry used in this lesson shows that archaeologists reached a conclusion after two (actually more not mentioned in the lesson) archaeological investigations and by studying both oral and written histories. Some people still believe that El Cuartelejo was in eastern Colorado, although no evidence of this has been found at this time.

18. Refer students to "Your Work as an Archaeologist: The Technical Report" on Student Journal page 16.

Answer Key: "Your Work as an Archaeologist: The Technical Report

- 1. Start with your investigation question: "Who lived at this site and why?"
- 2. Describe how you conducted your investigation.

First, I observed and talked about the artifacts and features found by Williston and Martin and by Wedel. I decided on how the artifacts were the same and how they were different. I used the artifacts and features to make an inference. I made the inference that two different cultures lived at this site. Next, I read a history about the Pueblo Indians and the Spaniards, and I read the oral history of the Picuris migration from El Cuartelejo. Finally, I read Ulibarrí's journal about how the Spaniards brought the Picuris back to New Mexico. I enhanced to my inferences made from archaeological evidence because now I know the names of the groups who lived at El Curatelejo and why.

Your Work as an Archaeologist: The Technical Report The work of archaeologists does not end with uncovering artifacts and solving mysteries. Their responsibilities are complete when they publish a technical report that includes an explanation of how their investigations were conducted, descriptions of the artifacts, and conclusions about what the evidence suggested about the people who once lived at the site. Directions: 1. Start with your investigation question: Who lived at this site and why? 2. Describe how you conducted your investigation. 3. Answer your investigation question. Your answer is your conclusion based on the evidence of the artifacts, features, oral history, and journal. 4. Archaeologists' research often leads to new questions. As a result of your study, what additional questions would you ask about El Cuartelejo now?

[Student Journal page 16]

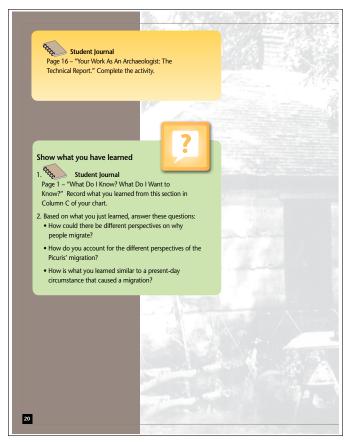
- 3. Answer your investigation question. Your answer is your conclusion based on the evidence of the artifacts, features, oral history, and journal.
 - Artifacts and features show that the Pueblo people and Apache people lived at this site. I conclude that the Picuris Indians from New Mexico lived with the Apache Indians in Kansas. I conclude from the oral history of the Picuris Indians that they migrated to Kansas because they did not want to live with the Spaniards.
- 4. Archaeologists' research often leads to new questions. As a result of your study, what additional questions would you ask about El Cuartelejo now?

Sample Questions:

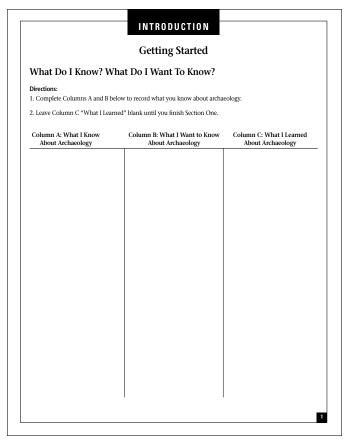
- How many children were in the group of Picuris who came to El Cuartelejo?
- Did the Picuris and Apache children teach each other any new games or skills?
- Were they free to visit in each others' houses?
- Did they like different foods?
- What kinds of chores were they assigned to do?
- Were they treated as equals?
- What happened to the children of Picuris and Apache parents when the Picuris returned to New Mexico in 1706?
- Were they sorry to leave El Cuartelejo?
- Would there be any archaeological evidence left behind that would help answer any of these questions?

Show What You Have Learned

- 19. Use "Show What You Have Learned" on Student Magazine page 20 to reflect with students on their new knowledge.
 - a. How well did you predict what you would learn in this section?
 - b. Record what you learned from this section in Column C of "What Do I Know? What Do I Want To Know?" on Student Journal page 1.
 - c. Based on what you just learned, answer these questions:
 - i. How could there be different perspectives on why people migrate?
 - ii. How can you account for the different perspectives of the Picuris' migration?
 - iii. How is what you learned similar to a present-day circumstance that caused a migration?







[Student Journal page 1]

SECTION THREE

Preserving Archaeological Resources Is a Civic Responsibility

Enduring Understanding: Evidence of the past is worth protecting.

Essential Question: Why is protecting archaeological resources important?

Curriculum Standards Integration for Seventh Grade:

Reading

Standard 1: The student reads and comprehends text across the curriculum.

Benchmark 3: The student expands vocabulary.

- ▲ Indicator 1: The student determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.
- Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).
 - ▲Indicator 2: The student understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions) and uses such features to locate information in and to gain meaning from appropriate-level texts.
 - Indicator 3: The student uses prior knowledge, content, and text type features to make, to revise, and to confirm predictions.
 - Indicator 4: The student generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.
 - ▲ Indicator 5: The student uses information from the text to make inferences and draw conclusions.
 - Indicator 12: The student establishes purposes for both assigned and self-selected reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).

Writing

Standard 1: The student writes effectively for a variety of audiences, purposes, and contexts.

- ▲ Benchmark 4: The student writes persuasive text using the writing process.
 - Indicator 2: The student writes using (1) personal experience (2) observations (3) begins to incorporate researched information and formally recognizes source. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
 - Indicator 3: The student uses details to support the author's position. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)

TEACHER'S GUIDE

- Indicator 5: The student begins to build a focused argument. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)
- Indicator 11: The student writes to convey opinion and to convince the reader to agree with the author. (Voice: prewriting, drafting, revising: N,E,T,P)

Civics and Government

Standard: The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy.

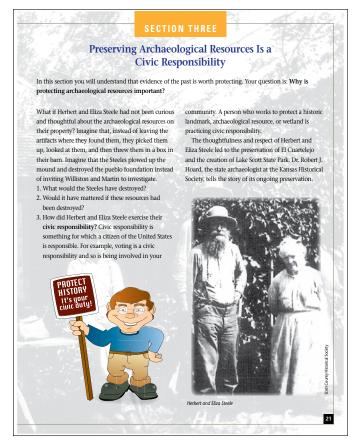
- Benchmark 4: The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.
 - Indicator 1: The student (A) designs, researches and completes a civic project related to a public issue at the state or local level (e.g., designs and carries out a civic-oriented project).

Section Three Objectives:

- The students will be introduced to the importance of preserving archaeological resources.
- The students design an award to acknowledge Herbert and Eliza Steele's contribution to Kansas archaeology.

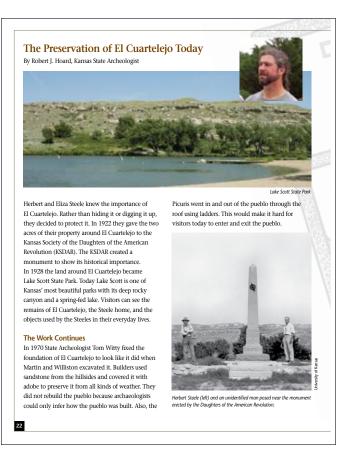
Directions for Section Three:

- 1. Read aloud the Enduring Understanding and Essential Question.
- 2. Read the text features of Section Three as a class.
- 3. Have students predict what they will learn after reviewing the text features.
- 4. Direct students to read Student Magazine page 21.
- 5. Discuss vocabulary words (in bold) to determine if students understand the meanings.
- 6. Conduct a class discussion using the questions that are based on the possible destruction of the pueblo foundation:
 - a. What would the Steeles have destroyed?
 - b. Would it have mattered if these resources had been destroyed?
 - c. What contribution did the Steeles make to knowledge as a result of their preservation actions?
 - d. How did Herbert and Eliza Steele exercise their civic responsibility?



[Student Magazine page 21]

- 7. Have students read "The Preservation of El Cuartelejo Today" in Student Magazine pages 22-23.
- 8. Discuss with the students:
 - a. How might Herbert and Eliza Steele be role models for young people today?
 - b. How might they have solved the problems of preserving El Cuartelejo?





[Student Magazine page 22]

[Student Magazine page 23]

- 9. Read "A Scouting Outing Dilemma" on Student Magazine page 24. Discuss the possible choices that a scout would have.
- 10. Review with the class the instructions for "Design an Award" on Student Journal page 17.

A Scouting Outing Dilemma

Imagine that you are at the annual scout iamboree on a bluff overlooking the Smoky Hill River. You are with a small group that is exploring the river bottom with your scout leader. Suddenly someone yells for everyone to come and take a look. Sticking out of the cliff's dirt wall are what look like pieces of broken pottery. But maybe they are thin rocks that look like pottery. You learned about pottery sherds in your archaeology class. You look closer and see that one of the sherds has patterns, like the one pictured above.

The scout leader has not learned about archaeology. He suggests that someone run back to the camp for a pick ax so that he can dig out the sherds. You know from what you learned that you are not supposed to dig up artifacts or take artifacts. What should you do?

- A. Ignore what you learned. Get the pick ax and dig out the sherds. You are not sure, but maybe you and your friends can get a badge for finding the artifacts.
- B. Do nothing and mind your own business. Pretend that you have not seen anything.
- C. Take just one sherd for a souvenir.

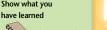


- D. Tell your scout leader what you learned in school about preserving archaeological resources. Explain to your scout leader that you will not participate in removing the artifacts.
- E. Tell the scout leader what you learned in school about preserving archaeological resources. Encourage the scout leader to report the find to the historical society. Make a map of the cliff side showing where the artifacts are found and give the

Discuss your choice with your classmates. Did you all agree?

Student Journal Page 17 – "Design an Award." Complete the activity.

Show what you



- Student Journal Page 1 – "What Do I Know? What Do I Want to Know?" Record what you learned from this section in Column C of your chart.
- 2. Based on what you just learned, answer the question:
 - Why is the archaeological past worth protecting?

3. Return to the narrative you wrote on Student Journal Page 2 – "What Do Archaeologists Do?" Read what you wrote. Think about how your conclusion has changed as a result of this unit. Describe your changes to a

[Student Magazine page 24]

SECTION THREE

Design an Award

Herbert and Eliza Steele deserve an award for protecting El Cuartelejo and allowing scientists to study this important archaeological site. You are hereby commissioned to design an award to acknowledge their contribution to Kansas archaeology.

Directions

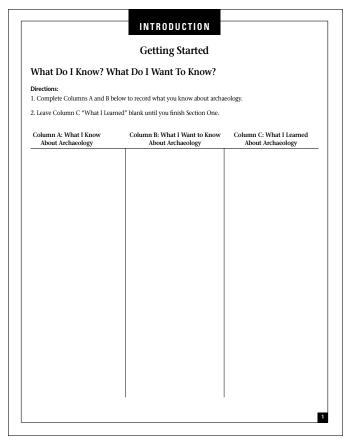
1. Work with a partner.

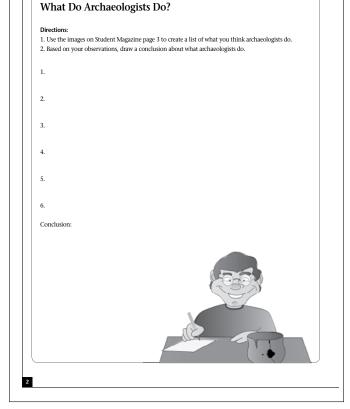
- 2. Think about types of awards that you have seen or know about for example, ribbons, plaques, and trophies.
- 3. Brainstorm ideas for this special award. You could design a plaque with a simple inscription; make a trophy with a three-dimen model of the pueblo; or invent something completely different that celebrates the cultural diversity of El Cuartlejo, including the Apaches, Pueblo Indians, Spaniards, and European American
- 4. Construct the award or make a drawing of your idea.
- 5. Write a narrative paragraph about what the award signifies that could
- 6. Share your work with your classmates

[Student Journal page 17]

Show What You Have Learned

- 11. Use "Show What You Have Learned" on Student Magazine page 24 to reflect with students on their new knowledge.
 - a. Record what you learned from this section in Column C of "What Do I Know? What Do I Want To Know?" on Student Journal page 1.
 - b. Based on what you just learned, answer the question: Why is the archaeological past worth protecting?
 - c. Have the students return to "What Do Archaeologists Do?" on Student Journal page 2. Ask the class to think how their narratives would change as a result of this unit. Turn to a partner and discuss the changes.





[Student Journal page 1]

[Student Journal page 2]

YOUR FINAL PERFORMANCE

A Persuasive Presentation

As a final product for the Migration of the Pueblo People to El Cuartelejo unit, assign the RAFT on Student Magazine page 25. By using the RAFT exercise students will apply what they have learned about the value of archaeology and preservation to develop a persuasive presentation that can be presented to an audience.

YOUR FINAL PERFORMANCE

A Persuasive Presentation

Now you can apply what you have learned by solving a real problem that can be presented to a real audience. The strategy that you will use is called RAFT. It allows you to choose an interesting form for a valuable way to learn history. You realize that presenting your information. RAFT is an acronym for the Steeles' preservation of El Cuartelejo and the following words.

R stands for Role:

case you are a Kansas citizen with knowledge of archaeology and El Cuartelejo.

A stands for Audience:

Who will be seeing your product? Your teacher may have a specific audience in mind, but you may choose to develop your project for one of these groups: peers, other students, school principal, parents, citizens of your community, or service clubs like Kiwanis or Optimists.

What is the best way to present your information? Your persuasive presentation should communicate the importance of El Cuartelejo and inspire people to participate in its preservation. You may choose to present your project in any form that you and your teacher agree upon. Some options are: PowerPoint; podcast; poster; travel brochure; large, visual timeline that includes drawings, titles, and descriptions; diorama; skit; musical composition; or poem.

T stands for Topic:

What is this product about? Through this unit you have come to understand that sites and artifacts are archaeologists' work at the site have preserved a very important event in Kansas history. Your goal is to develop a product that will help citizens in your What is your role as the creator of this project? In this community know about El Cuartelejo and the importance of preserving archaeological resources.

Your final product must include

- the history of El Cuartelejo
- · how archaeology taught you about El Cuartelejo
- · why preservation of sites and artifacts is important
- how individuals can make a donation to support - the building of a museum to protect the
- pueblo foundation of El Cuartelejo and to display El Cuartelejo artifacts
- the Archaeological Conservancy (americanarchaeology.com/aaabout.html)
- the preservation of significant archaeological

[Student Magazine page 25]

25

GLOSSARY

adobe – brick made from earth and straw and dried by the sun

analyze – to study something in great detail in order to understand it better or discover more about it
 archaeological site – place where archaeologists find evidence that people lived in the past
 archaeologist – scientist who studies people in the past, including people who lived before written history
 archaeology – way to study past human cultures by looking at artifacts and sites; sometimes spelled

artifacts - things made and used by people in the past

archeology

borrow pit – area where material (usually soil, sand, or gravel) has been dug for use at another location, literally a pit from where material was borrowed, although without an implication of someday returning the material. Borrow pits can be found close to many construction projects.

civic responsibility – that for which a citizen of the United States is responsible; for example, working to protect a historic landmark, archaeological resource, or wetland

"cloud blower" pipe – type of smoking pipe made of a cylindrical tube. It was smoked by inserting a wood stem into the smaller end and by tipping the head of the smoker backwards, facing up. A small round stone or clay ball was inserted into the larger end of the pipe keeping the tobacco mixture and ash from being drawn into the mouth while still allowing the smoke and air to draw freely.

conquer – to take control of a place by force

convert – to change something, in this case the religious beliefs of others

culture – set of learned beliefs, values, and behaviors generally shared by a group of people

data – factual information gathered in many ways and used to draw conclusions

domination – control, power, or authority over others or another

enslaved - forced to be a slave

evidence – artifacts and features that archaeologists use to make conclusions about how people lived

excavation – carefully removing dirt from an archaeological site so that artifacts and features can be observed and recorded

feature – things that show where people lived, such as a stain in the earth showing where a posthole once stood or the foundation of a shelter

floodplain – flat area on either side of a stream over which it spreads when too much water is flowing for the stream channel to be able to carry all of it

grinding slab or metate - flat-surfaced rock used with mano to grind grain into flour

infer – to reach a conclusion

inference – conclusion based on observation or research of other primary sources

journal – daily record of events or business

mano – hand stone used with a grinding slab or metate to grind grain into flour

midden – trash heap

migration – movement by humans from one locality to another, sometimes over long distances or in large groups. The movement of populations can be voluntary or involuntary.

musical rasp – percussion instrument involving the rubbing of a stick across a grooved bone to create rhythm

National Historic Landmark – special recognition given to historic buildings, places, or objects

National Register of Historic Places - America's official list of cultural resources worthy of preservation

obsidian – volcanic glass used to make flaked tools such as an arrow point

oral history – recording, preservation, and interpretation of historical information, based on the personal experiences and opinions of the speaker; practice of passing information by word of mouth, or storytelling

paleontologist - scientist who is trained to excavate and study dinosaur bones and other fossils

paleontology - scientific study of dinosaurs and other fossils

primary sources – first-hand accounts of events, people, or places. Examples include diaries, journals, photographs, and maps.

pueblo – village of adobe apartment-like shelters built by American Indians in the southwestern United States

Pueblo Indians – several groups of American Indians who live in apartment-like houses made of adobe in the Southwest

radioactive isotope – unstable atomic nuclei, said to be radioactive, that eventually are transformed by radioactive decay into stable nuclei	
viceroy – governor who represents a province, colony, or country	

NOTES





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